

*Locational Knowledge, Place Knowledge and Fieldwork*

Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Make observations whilst walking the school grounds- identifying buildings, woodland, main road etc.	Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment	Use fieldwork to observe and record the human and physical features of Scarborough and identify where it is on a map	Present their findings from their geographical enquiries and fieldwork- using the data collected (number of pedestrians, buildings, shops etc)	Use a variety of fieldwork methods to collect data, including measuring, and choose appropriate ways to record data when studying	Use a range of fieldwork methods to collect data, including measuring, and choose appropriate ways to record data when studying. Analyse and discuss findings.
Label a diagram or photograph using some geographical words	Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features	Explore aerial imagery of their own location (Google Maps)	Explore aerial imagery and photography to explore a region different to their location	Use aerial photography and imagery to compare two different regions or change over time	Use aerial photographs to identify patterns (such as 'ribbon development', industry around rivers, ports etc), and to see change over time
Locate hot and cold areas of the world in relation to the equator and the north and south pole	Explore an atlas to locate countries, oceans and capital cities	Locate the main countries in Europe/North America using a map/globe/atlas	Locate the main countries of South America and identify the position of the equator and what this means to these countries	Identify the position and significance of the key geographical locational features on a map	Identify the position and significance of the equator, and of the Arctic and Antarctic circles
Find where they live on a map of the UK	Using atlases and globes, name the surrounding seas of the United Kingdom, name and locate the capital cities	Use digital media to describe and present their locality. Name up to 6 cities and key landmarks in the UK and locate them on a map	Name and locate the different geographical regions, counties, cities and tallest mountains, main rivers and surrounding seas for each country of the UK	Identify major mountain ranges and rivers UK and some from Europe	Name most counties and major cities of the UK as well as major mountain ranges, rivers and landmarks

Name the world's five oceans and find them in an atlas	Name and locate the Seven continents of the world	Locate the world's countries both on a globe and an atlas and show the same place on each	Use an atlas, globe and digital media to locate countries around the world and the continents they are located in	Name and locate key physical geographical features around the world (Mountains, Rivers, etc)	Name and locate all continents in the world and major countries and their major cities within them
Listen to stories, view images and use other media to learn more about a place of interest	Locate the Mediterranean and discuss why it may be a place of interest	Use books, stories and other information to find out about places of interest	Measure and record human and physical features of another area of the UK (Link to work on rivers	Name and locate places on a map where famous volcanic eruptions have taken place	Use digital media and the internet to help find out about a location (e.g. Google Earth creating their own projects).
Use locational and directional language left and right, above and below	Use simple compass directions (north, south, east and west) as well as near and far, left and right], to describe the location of features and routes on a map	Recognise the 8 points of the compass (N,NW,W,SW,S,SE,E,NE)	Recognise and use locational symbols on a map (including coordinate references)	Use digital media / maps / globes / atlases to locate places of interest, recognising key symbols	Use the eight points of a compass, four and six-figure grid references, symbols (including contour lines)
Use a simple map, using a key (drawings of key features to find)	Devise a simple map; and use and construct basic symbols in a key	Recognise the key symbols in a map (including OS maps) and apply them to their own sketch maps of their own locality	Complete detailed sketches of our locality which also use a key to show human and physical features- Use street maps to identify amenities (using accurate symbols)	Draw maps and plans of localities they have studied that include keys, grid references, four figure grid references, a scale (e.g. 1 square =1KM), a compass rose, and standard Ordnance Survey symbols and contour lines	Make detailed field sketches and combine these with digital images of the features of a location, labelling them appropriately. Use accurate scales and symbols when creating their own maps.
Use car mats and other early forms of maps	Explore large maps in poster form and discuss where places are located	Use maps and atlases appropriately by using contents and indexes Identify features around the school using a map.	Identify some of the world flags, using an atlas to support	Using maps and atlases, name and locate the significant features of the location they are studying	Use maps to establish a knowledge of time zones and work out journey times around the world with reference to GMT

## Human and Physical Geography

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Describe some physical features and some human features (such as the jobs people do) in own locality	Describe a place outside Europe using geographical terminology	Describe human features in a locality and explain why they exist in that locality (using correct vocabulary)	Explain how the lives of people in other places would be different from their own, considering the human and physical features in that area	Give some reasons for the similarities and differences between places, using geographical language and what they know about relationships between countries	Understand geographical similarities and differences through the study of human and physical geography of a region in the UK and a region in Europe
Explain what makes a locality special	Explain how the jobs people do may be different in different parts of the world	Compare two or more different locations based on human and geographical features (population, industry, environment, climate)	Compare geographical similarities and differences between a region in the UK with a region in another continent (Looking at human and physical features)	Compare and contrast places that they have studied using the physical and human features for their comparisons: use knowledge of continents, countries, climate, temperature, and economy	Analyse and evaluate geographical similarities and differences between a region in the UK with other regions in Europe
Identify features of a coastline in our local environment	Label features of a coastline, consider where rivers meet the sea	Describe and understand key aspects of rivers and the river system (inc valleys, hills, mountains) and the water cycle	Understand the journey of a river from source to mouth and explain the process of erosion and deposition in relation to rivers and explain why people are attracted to live by rivers (global cities)	Explain what flooding is, origin and impact Explain the process of erosion and deposition and discuss its impact on the environment (rivers and glaciation). Reflect on the importance of rivers when developing new areas.	Acknowledge areas that have experienced drought and explain its impact on the population Recognise and explore impact of water on environment (including rivers, glaciation, land slips, avalanches etc)
Explain what facilities a town or village might need	Say what they like and don't like about their locality and another locality like a city centre	Locate the key human and physical characteristics of a part of Europe concentrating on their environmental regions, countries, and major cities	Explain the key human and physical characteristics of a part of Europe concentrating on their environmental regions, countries, and major cities	Identify types of settlement and land use (including villages, towns and cities), economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water (UK and abroad)	Explain types of settlement and land use (including villages, towns and cities), economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water (UK and abroad)

Identify seasonal and daily weather patterns in the UK	Explore why the Mediterranean is a popular holiday destination (climate, beaches etc)	Recognise the climate impacts human and physical geography including biomes and vegetation belts	Explore the impact of the climate and its influence on human and physical geography in a particular region. Study biomes and vegetation belts	Describe and understand key aspects of Physical geography - Climate zones, biomes and vegetation belts, Volcanoes and Earthquakes  Describe how volcanoes and earthquakes are created as well as explaining their impact on people's lives	Understand how the physical features of a location can affect human activity and give examples of this (e.g. leisure and tourism in a hot country, cities near rivers etc). Identify the parts of a coastline (river mouth, beach, cliffs, stacks, caves)
Explain how people can either spoil or improve an area	Discuss human impact on their local environment	Acknowledge pollution is impacting the environment through global warming and consider how to prevent it Also, explain how a place is changing either because of human geography or physical (new housing, amenities, topography, thawing of ice caps)	Explore impact of pollution on global warming in different areas of the world  Identify major global issues (wars, pollution, conflicts) and consider its impact on change in an area	Recognise and explain reasons for and impact of migration, pollution and natural hazards	Recognise and explain (using examples) reasons for and impact of migration, pollution, natural hazards and extreme weather
Locate the United Kingdom on a globe, and name some of its countries	Name, locate and identify characteristics of the four countries of the United Kingdom	Recognise the difference between the British Isles, Great Britain and the UK and identify each country on a map	Identify key human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers) of the United Kingdom and in the local area	Identify how a place where people live in the UK has changed over time and give some reasons for this, using both physical and human factors in their explanation	Using a case study explain how a place where people live in the UK has changed over time and give some reasons for this, using both physical and human factors in their explanation

*Oracy in relation to geographical themes*

<b>Year One</b>	<b>Year Two</b>	<b>Year Three</b>	<b>Year Four</b>	<b>Year Five</b>	<b>Year Six</b>
Speak clearly and loudly enough to communicate meaningfully	Speak clearly and loudly enough to communicate meaningfully.- speak in full sentences where appropriate	Talk and listen confidently in different situations	Talk and listen confidently and carefully in a wide range of contexts	Talk and listen confidently in a wide range of contexts including some that are formal	Listen carefully and adapt talk to the demands of different contexts, purposes and audiences with increasing confidence
Find out about a locality by asking some good questions to someone else	Ask and answer questions to gain information and clarify meaning referring to human and physical aspects of the curriculum	Start to address and ask relevant questions about change or development in our local area	Ask questions to clarify or develop understanding, including consideration of changes in physical and human geography over time	Ask questions and form opinions on local developments, support ideas with geographical evidence and data	Ask questions to develop ideas and make contributions that take account of others' views and geographical evidence and data
Express feelings and ideas when talking about matters of interest	Talk about geographical topics that are of interest to them or which they enjoy	Develop and explain their ideas giving reasons why an area is as it is	Give answers and share ideas about changes over time and justify it with geographical evidence	Develop ideas and opinions on geographical developments (including locally) based upon geographical evidence and data	Explain ideas and opinions – elaborating to make meaning explicit, and where possible referencing geographical sources and data to support
Start to ask and answer questions with more than one word, adding detail to their speech	Begin to develop and explain their ideas	Vary the amount of detail – dependent on purpose and audience	Increasingly able to adapt what they say to meet the needs of the audience/listener	Adapt spoken language to the audience, purpose and context	Use evidence and data to support ideas and opinions, and reflect upon the national and international context of the point of discussion
Start to understand how to take turns when speaking	Take turns when talking in pairs or small groups	Participate fully in paired and group discussions	Engage in paired and group discussions listening and responding appropriately	Listen carefully in discussions, make contributions and ask questions that are geographically valid and grounded in evidence	Use formal language of persuasion to structure a logical argument

Start to listen to others and respond appropriately	Usually listen carefully and respond appropriately	Show understanding of the main points in a discussion	Show understanding of the significant details in a discussion	Express ideas and options justifying a point of view	Take an active part in discussions, taking different roles. Debate an issue maintaining a focused point of view, making comparisons to known different geographical regions and their context
Begin to understand how to change language when speaking to different listeners, e.g. peers and adults	Begin to be aware that formal and informal situations require a different role and language	Be aware that formal and informal situations require a different role and language	Begin to select an appropriate formality for differing situations	Explain the effect of using different language for different purposes	Use Standard English fluently in formal situations
Speak in complete sentences after an adult has modelled this	Express themselves using complete sentences when required	Sequence and communicate ideas in an organised and logical way in complete sentences as required	Sequence, develop and communicate ideas in an organised and logical way in complete sentences as required	Engage the interest of the listener by varying their expression and vocabulary	Use hypothetical speculative language to express possibilities.
Begin to use new vocabulary learned in daily sessions	Make more specific vocabulary choices, e.g. technical language and use of everyday geographical terminology	Make geographic specific vocabulary choices when communicating	Reflect on the use of geographic specific vocabulary choices when communicating to particular audiences	Confidently, vary the use and choice of vocabulary (including technical language and geographical terminology)	Confidently, vary the use and choice of vocabulary (including technical language and geographical terminology) reflecting upon the impact

## Mathematical skills- linked to fieldwork

Key Stage One	Lower Key Stage Two	Upper Key Stage Two
<p>Compare and describe: length, height (longer/shorter) whilst considering distance and map work/fieldwork</p> <p>Measure lengths and heights (Y1)</p> <p>Consider an appropriate unit of measure (m/cm) (Y2)</p> <p>Describe the position and movement including half, quarter and three-quarter turns.</p> <p>Construct simple pictograms, tally charts, block diagrams and simple tables.</p> <p>Comparing categorical data (data organised into groups eg: number of certain type of buildings in an area)</p>	<p>Compare and estimate (as well as calculating) different measures.</p> <p>Compare and add and subtract length</p> <p>Measure perimeter and area of a rectilinear space.</p> <p>Convert between km to m and visa versa.</p> <p>Describe position on a 2D grid as coordinates (one quadrant) Describe translations.</p> <p>Identify angles of a turn and describe them using the degrees of turn (90 degrees, 180 degrees/ quarter turn and half turn)</p> <p>Interpret and present data using bar charts, pictograms and tables. (including discrete and continuous data)</p>	<p>Calculate area of a space using standard units of measure.</p> <p>Measure and calculate perimeter and area and compare spaces. (parallelograms and triangular spaces- and compound spaces)</p> <p>Use formulas to calculate the area of spaces.</p> <p>Convert between different metric units of measure (mm, cm, m, km) including decimal notation.</p> <p>Compare imperial and metric units of measure. Convert between them. (including miles and km)</p> <p>Describe the position of a shape using full six figure grid references (across four quadrants)</p> <p>Recognise 360 degrees in a whole turn and the full spectrum of angles within 360 degrees.</p> <p>Complete read and interpret information in tables and graphs.</p>

## Vocabulary

Key Stage One	Lower Key Stage Two	Upper Key Stage Two
<p><i>Use an increased amount of geographical terminology (such as equator, climate)</i></p> <p><b>Explorers:</b> sun, snow, fog, rain, mist, clouds, storm, lightning, thunder, hail, rainbow, wind, sunshine, drizzle, ice, sleet showers, flood, renewable energy, solar, wind, pollution, littering, environment, natural</p> <p><b>Journeys:</b> beach, coast, forest, hill, mountain, ocean, valley, cliff, sea, ocean, river, soil, city, town, village, factory, farm, house, office, port, season, weather, vegetation harbour, shop, city, town, village, factory, farm, house, office, facilities and port.</p>	<p><i>Use correct geographical words to describe a place and the things that happen there. Use the geographical terminology for direction 8 points of the compass (north, north-east, east...)</i></p> <p>Use geographically accurate vocabulary to describe the phases of the water cycle and features of a rivers (precipitation, evaporation, source, mouth, meander)</p> <p><b>Rainforests:</b> precipitation, emergent, canopy, under canopy, forest floor, biodiversity, climate, humidity, Amazon, river, deforestation, tropical, cocoa, plantation, palm oil, rainfall, sustainable</p> <p><b>Oceans and Seas:</b> River bed, bank, tributary, meander, sources, mountains, hills, valley, basin, canal, sea, bay, estuary, mouth, waterfall, plunge pool, sediment, stream, course, floodplain, erosion, deposition, current, flow, reservoir, wildlife, ecosystem, tourism,</p>	<p><i>Choose the most appropriate vocabulary and text type to communicate what they know. Use geographical vocabulary consistently across all forms of work. Use geographical vocabulary with an increased level of accuracy during discussions and in their written work including vocab such as ( latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) Have accurate understanding and use of vocabulary referring to the Earth's tectonic plates and plate movement and be able to confidently communicate it</i></p> <p><b>Polar Regions:</b> Calving: A glacier that ends in a body of Water. Cirque: Glaciers formed on mountains or Slopes. Ice Cap: The glacier completely covers an Area. Polar: In an area that always remains below zero degrees. Ablation Zone, Accumulation Zone, Crevasses, Firn, Head and Terminus, Ice-berg, Recede</p> <p><b>Escaping Conflict:</b> political, immigration, religion, natural resources, conflict, war, refugee, camp, flea, asylum seeker, war, climate migration, natural disaster, citizenship, residence, accommodation, aid, response</p> <p><b>Our Planet and Civilizations:</b> volcanoes, mountains, plate boundaries, tectonics, convergent, subduction, divergent, transform, earthquakes, fault, tsunami, seismic wave, seismography, Richter Scale, epicentre, crust, magnitude, mantle, tremors, aid, flooding, flood plain, urbanisation, river system, basin</p>



## Areas of Study

Year One	Year Two	Year Three	Year Four	Year Five	Year Six
<p><i>Year A- Where Next ? The Lonely Beast/Leaf</i></p> <p>Use of aerial photographs; local landmarks (e.g. castle. Headland, beaches); constructing simple maps. Continents and oceans - world map work; using compass to orientate map e.g. where is north?</p> <p><b>Trip to Headland Scarborough/Castle</b></p> <p><i>Year B Travellers and Our Planet (Secret Shortcut, One Day on our Blue Planet)</i></p> <p>Simple directional prepositions, compass work (north, south etc); key human features - cities/towns/factories/farms etc and differences between them. Name and Locate the world's 7 continents and 5 oceans. Name, Locate and identify characteristics of the 4 countries and capital cities of the Uk and surrounding seas.</p>		<p><i>Year A- Why the Whales came (blue planet)</i> Water Cycle Coastal environments Climate change Map work- Oceans and continents</p> <p><b>Whale Watching (wildlife boat trip), beach visit (fieldwork, data collection, sketches, map work)</b></p> <p>Year B- Rainforests (Amazon Adventure/Jungle Book)</p> <p>Climate Zones River systems Biomes Vegetation Belts Rainforests Settlement and Land Use</p>		<p>Year A- Exploration - Text Shackleton's Journey/ A Story Like the Wind:</p> <ul style="list-style-type: none"> <li>● Rivers, glaciation (comparing aerial photographs and change over time)</li> <li>● Settlements and land-use (economic activity)</li> <li>● Trade routes and links</li> <li>● Map work (GMT, equator, longitude etc)</li> <li>● Coastline</li> <li>● Data collection</li> <li>● Digital media</li> <li>● Migration, Immigration and pollution</li> </ul> <p>Year B- Communities- Text The Kid Who Came From Space</p> <ul style="list-style-type: none"> <li>● Climate</li> <li>● Comparing areas (settlement, humana/physical features)</li> <li>● Plate tectonics</li> <li>● Natural disasters Earthquakes and, Volcanoes</li> <li>● Area of Europe and the changes through time</li> </ul>	